

Butler, Nicholas Murray
Monographs on education

LA
201
B8
1904
v.2

DIVISION OF EXHIBITS
DEPARTMENT OF EDUCATION
UNIVERSAL EXPOSITION, ST. LOUIS, 1904

MONOGRAPHS ON EDUCATION
IN THE
UNITED STATES

EDITED BY
NICHOLAS MURRAY BUTLER
President of Columbia University in the City of New York

2

KINDERGARTEN EDUCATION

BY
SUSAN E. BLOW
Cazenovia, New York

THIS MONOGRAPH IS PRINTED FOR LIMITED DISTRIBUTION BY THE LOUISIANA PURCHASE
EXPOSITION COMPANY

DEPARTMENT OF EDUCATION
UNIVERSAL EXPOSITION, ST. LOUIS, 1904

Chief of Department
HOWARD J. ROGERS, Albany, N. Y.

MONOGRAPHS
ON
EDUCATION IN THE UNITED STATES

EDITED BY
NICHOLAS MURRAY BUTLER
President of Columbia University in the City of New York

- 1 EDUCATIONAL ORGANIZATION AND ADMINISTRATION—ANDREW SLOAN DRAPER, *President of the University of Illinois, Champaign, Illinois*
- 2 KINDERGARTEN EDUCATION—SUSAN E. BLOW, *Cazenovia, New York*
- 3 ELEMENTARY EDUCATION—WILLIAM T. HARRIS, *United States Commissioner of Education, Washington, D. C.*
- 4 SECONDARY EDUCATION—ELMER ELLSWORTH BROWN, *Professor of Education in the University of California, Berkeley, California*
- 5 THE AMERICAN COLLEGE—ANDREW FLEMING WEST, *Professor of Latin in Princeton University, Princeton, New Jersey*
- 6 THE AMERICAN UNIVERSITY—EDWARD DELAVAN PERRY, *Jay Professor of Greek in Columbia University, New York*
- 7 EDUCATION OF WOMEN—M. CAREY THOMAS, *President of Bryn Mawr College, Bryn Mawr, Pennsylvania*
- 8 TRAINING OF TEACHERS—B. A. HINSDALE, *Professor of the Science and Art of Teaching in the University of Michigan, Ann Arbor, Michigan*
- 9 SCHOOL ARCHITECTURE AND HYGIENE—GILBERT B. MORRISON, *Principal of the Manual Training High School, Kansas City, Missouri*
- 10 PROFESSIONAL EDUCATION—JAMES RUSSELL PARSONS, *Director of the College and High School Departments, University of the State of New York, Albany, New York*
- 11 SCIENTIFIC, TECHNICAL AND ENGINEERING EDUCATION—T. C. MENDENHALL, *President of the Technological Institute, Worcester, Massachusetts*
- 12 AGRICULTURAL EDUCATION—CHARLES W. DABNEY, *President of the University of Tennessee, Knoxville, Tennessee*
- 13 COMMERCIAL EDUCATION—EDMUND J. JAMES, *Professor of Public Administration in the University of Chicago, Chicago, Illinois*
- 14 ART AND INDUSTRIAL EDUCATION—ISAAC EDWARDS CLARKE, *Bureau of Education, Washington, D. C.*
- 15 EDUCATION OF DEFECTIVES—EDWARD ELLIS ALLEN, *Principal of the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pennsylvania*
- 16 SUMMER SCHOOLS AND UNIVERSITY EXTENSION—GEORGE E. VINCENT, *Associate Professor of Sociology, University of Chicago; Principal of Chautauqua*
- 17 SCIENTIFIC SOCIETIES AND ASSOCIATIONS—JAMES MCKEEN CATTELL, *Professor of Psychology in Columbia University, New York*
- 18 EDUCATION OF THE NEGRO—BOOKER T. WASHINGTON, *Principal of the Tuskegee Institute, Tuskegee, Alabama*
- 19 EDUCATION OF THE INDIAN—WILLIAM N. HAILMANN, *Superintendent of Schools, Dayton, Ohio*
- 20 EDUCATION THROUGH THE AGENCY OF THE SEVERAL RELIGIOUS ORGANIZATIONS—DR. W. H. LARRABEE, *Plainfield, N. J.*

DIVISION OF EXHIBITS
DEPARTMENT OF EDUCATION
UNIVERSAL EXPOSITION, ST. LOUIS, 1904

MONOGRAPHS ON EDUCATION
IN THE
UNITED STATES

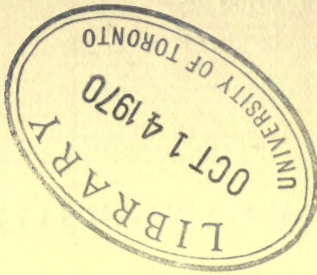
EDITED BY
NICHOLAS MURRAY BUTLER
President of Columbia University in the City of New York

2

KINDERGARTEN EDUCATION

BY
SUSAN E. BLOW
Cazenovia, New York

THIS MONOGRAPH IS PRINTED FOR LIMITED DISTRIBUTION BY THE LOUISIANA PURCHASE
EXPOSITION COMPANY



LA
201
B8
1904
V.2

COPYRIGHT BY
J. B. LYON COMPANY
1899

COPYRIGHT BY
J. B. LYON COMPANY
1904

J. B. LYON COMPANY
PRINTERS AND BINDERS
ALBANY, N. Y.

KINDERGARTEN EDUCATION

The history of the kindergarten in America is the record of four sharply defined movements ; the pioneer movement, whose point of departure was the city of Boston ; the philanthropic movement, whose initial effort was made in the village of Florence, Mass., and whose greatest triumphs have been achieved in San Francisco ; the national movement, which emanated from St. Louis ; and the great maternal movement which, radiating from Chicago, is now spreading throughout the United States. The first of these movements called public attention to the several most important aspects of the Froebelian ideal ; the second demonstrated the efficiency of the new education as a redemptive force ; the third is making the kindergarten an integral part of the national school system ; the fourth is evolving a more enlightened and consecrated motherhood and thereby strengthening the foundations and elevating the ideals of American family life.

In 1840 the first kindergarten was established by Friedrich Froebel at Blankenburg, Germany. Nineteen years later Miss Elizabeth Peabody of Boston became interested in Froebel's writings. In 1867 she went to Germany to study the kindergarten system. Returning to America in 1868 she devoted the remainder of her life to the propagation of Froebel's educational principles. Through her apostolic labors parents were inspired to seek the help of the kindergarten in the education of their children ; philanthropists were incited to establish charity kindergartens ; the Boston school board was persuaded to open an experimental kindergarten in one of its public schools and a periodical devoted to the elucidation and dissemination of Froebelian ideals was founded and sustained for four years. The pioneer movement, therefore, broke paths in the four directions of private,

public, philanthropic and literary work. Above all through the contagious power of devout enthusiasm it created the consecrated endeavor without which the kindergarten as Froebel conceived it can have no actual embodiment.

In 1872 an independent pioneer movement was begun in New York by Miss Henrietta Haines who invited Miss Boelte to conduct a kindergarten in her school for young ladies. Miss Boelte had studied three years with Froebel's widow, had won a high reputation in Germany, and later had done efficient work in England. About a year after her arrival in America she married Prof. John Kraus and established an independent kindergarten and normal class. Her normal work still continues and she is to-day the leading representative in America of the Froebel tradition. The power of her work results from her resolute adherence to all the details of the original Froebelian method. By this unswerving conformity she has kept alive, through their practical application, ideas which are of the highest importance to the theoretic development of the kindergarten system.

In 1874 Mr. S. H. Hill, of Florence, Mass., contributed funds to open the first charity kindergarten in the United States and later put in trust a sum sufficient to sustain and extend the work. Four years later a philanthropic movement was initiated in Boston by Mrs. Quincy A. Shaw, who for the ensuing fourteen years supported free kindergartens for poor children, these beneficent institutions reaching at one time to thirty in number. The influence of her noble example has doubtless conspired with other causes to create the one hundred and fifteen local associations which are now rendering efficient service to the Froebelian cause in different sections of the United States. Of such philanthropic associations the wealthiest and best organized is the Golden Gate association of San Francisco. At the time of its greatest prosperity this organization supported forty-one kindergartens; had given training to more than thirty thousand children; had received in endowments and other forms of contribution five hundred thousand dollars; and had pub-

lished and distributed over eighty thousand annual reports. Unfortunately the financial depression of 1893 reduced its subscription list and at present it supports only twenty-three kindergartens. A training school for kindergartners is conducted under its auspices. Other associations deserving of special mention are the New York kindergarten association, which supports seventeen kindergartens, and whose aim is to provide for the children against whom the overcrowded public schools still close their doors; the Brooklyn association, which provides for sixteen kindergartens, and under whose auspices there were conducted during the past year one hundred and eighty-three mothers' meetings; the Pittsburgh and Allegheny free kindergarten association, which in six years has established twenty-eight kindergartens, with an enrollment of fourteen hundred children; the Cincinnati association, which supports twenty-four kindergartens; the Free kindergarten association of Chicago, which supports eighteen kindergartens and has a flourishing normal school; the Chicago Froebel association, whose president organized the first charity kindergarten in that city, and to the veteran leader of whose normal department is due in large measure the introduction of the kindergarten into the Chicago public schools; the Louisville association, which supports nine kindergartens, and has parents, nurses, Sunday school, boarding and normal departments.

Valuable as is the work accomplished by private kindergartens and kindergarten associations, it is necessarily a restricted work; and had the Froebelian movement developed only upon these lines the kindergarten must have remained forever the privilege of the wealthy few, and the occasional gift of charity to the abject poor. The public kindergarten opened in Boston, though carried on for several years, was finally given up upon the plea that the city could not afford to appropriate funds to extend the system, and a second public kindergarten, which was opened in Brighton, Mass., in January, 1873, was abolished when Brighton was annexed to Boston in 1874. Meantime, however, Hon.

William T. Harris, the present United States commissioner of education, who was then superintendent of schools in St. Louis, had called attention to the kindergarten and suggested that experiments be made with a view to introducing into the public school such features of the system as might prove helpful in the education of children between the ages of four and six. The outcome of this suggestion was the opening of an experimental kindergarten in the fall of 1873. The work was approved by the school board; new kindergartens were opened as rapidly as competent directors could be prepared to take charge of them, and when Dr. Harris resigned his position as superintendent in 1880 the St. Louis kindergartens had an enrollment of 7,828 children and the system was so firmly established that it has since that time proved itself impregnable to all attack.

The experiment in St. Louis was a crucial one and had it failed it would have been difficult to prevail upon other cities to introduce the kindergarten into their public schools. There were many ready arguments against such an innovation: the argument from expense; the argument based on the tender age of kindergarten children; the argument that kindergartens would spoil the children and fill the primary grade with intractable pupils; the argument that only rarely endowed and, therefore, rarely to be found persons could successfully conduct a kindergarten. These arguments would have acquired irresistible force when confirmed by an abortive experiment. Dr. Harris steered the kindergarten cause through stormy waters to a safe harbor. He proved that the kindergarten could be made an integral part of the public school system. He reduced the annual expense to less than five dollars for each child. He called attention to the fact that the years between four and six were critical ones and that the needs of the child at this period were not provided for either by the family or the school. He convinced himself that children who had attended kindergartens conducted by competent directors did better on entering school than those who had received no such training, and the weight of

his authoritative statement gave other educators faith in the possibilities of the system. Finally, he proved that with wise training young women of average ability made satisfactory kindergartners. It was impossible to go on repeating that a thing could not be done in face of the fact that it had been done, and with the success of the experiment in St. Louis recognition of the kindergarten as the first stage of all public education became simply a matter of time.

The reasons which convinced Dr. Harris of the value of the kindergarten are stated in the following extract from his monograph entitled *Early History of the Kindergarten in St. Louis, Mo.* :

"If the school is to prepare especially for the arts and trades it is the kindergarten which is to accomplish the object, for the training of the muscles, if it is to be a training for special skill in manipulation, must be begun in early youth. As age advances it becomes more difficult to acquire new phases of manual dexterity. Two weeks' practice of holding objects in his right hand will make the infant in his first year right handed for life. The muscles yet in a pulpy consistency are very easily set in any fixed direction. The child trained for one year in Froebel's gifts and occupations will acquire a skillful use of his hand and the habit of accurate measurement of the eye, which will be his possession for life.

* * * * *

"In the common school, drawing, which has obtained only a recent and precarious foothold in our course of study, is the only branch which is intended to cultivate skill in the hand and accuracy in the eye. The kindergarten, on the other hand, develops this by all its groups of gifts.

"Not only is this training of great importance by reason of the fact that most children must depend largely upon manual skill for their future livelihood, but from a broader point of view, we must value skill as the great potency which is emancipating the human race from drudgery by the aid of machinery. Inventions will free man from thralldom to time and space.

"By reason of the fact already adverted to, that a short training of certain muscles of the infant will be followed by

the continued growth of the same muscles through his after life, it is clear how it is that the two years of the child's life (his fifth and sixth), or even one year, or a half year in the kindergarten will start into development activities of muscle and brain which will secure deftness and delicacy of industrial power in all after life. The rationale of this is found in the fact that it is a pleasure to use muscles already inured to use; in fact a much-used muscle demands a daily exercise as much as the stomach demands food. But an unused muscle or the mere rudiment of a muscle that has never been used, gives pain on its first exercise. Its contraction is accompanied with laceration of tissue, and followed by lameness, or by distress on using it again. Hence it happens that the body shrinks from employing an unused muscle, but, on the contrary, demands the frequent exercise of muscles already trained to use. Hence in a thousand ways unconscious to ourselves, we manage to exercise daily whatever muscles we have already trained, and thus keep in practice physical aptitudes for skill in any direction.

* * * * *

"The kindergarten should be a sort of sub-primary education, and receive the pupil at the age of four or four and a half years and hold him until he completes his sixth year. By this means we gain the child for one or two years when he is good for nothing else but education, and not of much value even for the education of the school as it is and has been. The disciplines of reading and writing, geography and arithmetic, as taught in the ordinary primary school, are beyond the powers of the average child not yet entered upon his seventh year. And beyond the seventh year the time of the child is too valuable to use it for other than general disciplines,—reading, writing, arithmetic, etc., and drawing. He must not take up his school time with learning a handicraft.

"The kindergarten utilizes a period of the child's life for preparation for the arts and trades without robbing the school of a portion of its needed time.

"Besides the industrial phase of the subject which is pertinent here, we may take note of another one that bears indirectly on the side of productive activity, but has a much wider bearing. At the age of three years the child begins to emerge from the circumscribed life of the family, and to acquire an interest in the life of society and a proclivity to

form relationship with it. This increases until the school period begins, at his seventh year. The fourth, fifth and sixth years are years of transition not well provided for either by family life or by social life in the United States. In families of great poverty the child forms evil associations in the street, and is initiated into crime. By the time he is ready to enter the school he is hardened in vicious habits, beyond the power of the school to eradicate. In families of wealth, the custom is to entrust the care of the child in this period of his life to some servant without pedagogical skill and generally without strength of will power. The child of wealthy parents usually inherits the superior directive power of the parents, who have by their energy acquired and preserved the wealth. Its manifestation in the child is not reasonable, considerate will power, but arbitrariness and self-will—with such a degree of stubbornness that it quite overcomes the much feebler native will of the servant who has charge of the children. It is difficult to tell which class (poor or rich,) the kindergarten benefits most. Society is benefited by the substitution of a rational training of the child's will during his transition period. If he is a child of poverty, he is saved by the good associations and the industrial and intellectual training that he gets. If he is a child of wealth, he is saved by the kindergarten from ruin through self-indulgence and the corruption ensuing on weak management in the family. The worst elements in the community are the corrupted and ruined men who were once youth of unusual directive power,—children of parents of strong will."

By reducing his argument in favor of the kindergarten to a brief statement which no one could dispute and whose force every one could appreciate, Dr. Harris greatly increased its weight, and immediately upon the publication of his report the movement in favor of public kindergartens showed an increased momentum. In the twenty-nine years which have elapsed since the successful experiment in St. Louis the kindergarten has been made part of the public school system in one hundred and eighty-nine cities. In 1897-98 the total number of public kindergartens was 1,365; the total number of teachers 2,532; the total number of pupils 95,867.

The cities which have the most fully developed systems of public kindergartens are Boston, Chicago, St. Louis, Philadelphia, New York, Brooklyn, Milwaukee, Indianapolis, Rochester, Des Moines, Grand Rapids, Brookline, Newark, Jamestown and Los Angeles. Philadelphia, which reports 201 kindergartens, leads in numbers all the cities of the United States. St. Louis follows with 115 kindergartens, New York with 100, Boston with 67, and Chicago with 63. An estimate, based on the sale of kindergarten material, fixes the total number of kindergartens in New York at 600, so that, including private work and association work, this city has presumably a more extensive provision of kindergartens than any other in the United States.

Sixteen cities have a special supervisor of kindergartens.

The following states have the most extensive provision of kindergartens, public and private. The order of the names indicates the relative extent of the provision :

- | | |
|-----------------|----------------|
| 1 New York | 8 Wisconsin |
| 2 Massachusetts | 9 Pennsylvania |
| 3 Michigan | 10 Ohio |
| 4 Illinois | 11 Indiana |
| 5 California | 12 Iowa |
| 6 Connecticut | 13 Colorado |
| 7 New Jersey | 14 Minnesota |
| 15 Washington | |

In the year 1873 the National bureau of education began collecting statistics with regard to the total number of kindergartens in the United States. The results are necessarily imperfect, but they enable us to form an approximate idea of the growth of the system. Taking public and private work together, the advance of the kindergarten is shown in the following tables :

	1873	1882	1892	1898
Kindergartens.	42	348	1 311	4 363
Teachers.	73	814	2 535	8 937
Pupils.	1 252	16 916	65 296	189 604

Since the aim of the kindergarten is not instruction, but development, its results cannot be tested by examinations or expressed in statistical tables, but must be gathered from the testimony of experts who have had time and opportunity to study its influence. In other words, kindergarten children must be judged by elementary teachers and principals of schools, and unless, upon entering the primary grade, they show superiority to children coming direct from the home, the kindergarten cannot be said to have justified its adoption into our national system of education. Conversely, if the mental and moral superiority of kindergarten children prove to have converted primary teachers and school principals from enemies into warm friends of the Froebelian method, this fact should be accepted as convincing evidence of the merit of the work.

Before presenting the testimony which I have collected, it is necessary to call attention to the fact that, in the kindergarten, talking is not forbidden, but, on the contrary, children are encouraged to share with the kindergartner and with each other all their happy experience of effort and success. It is, therefore, natural that pupils promoted from the kindergarten should not at first understand the law of silence imposed by the character of the work in the elementary grades, and hence that, without any bad motive on their own part, they should prove troublesome pupils during the first weeks of school life. The failure to understand this fact has caused some unjust criticism of kindergarten children. It will, however, be apparent to all who read carefully the testimony now to be submitted that the adjustment of the kindergarten child to the school environment is a problem which is rapidly progressing towards a happy solution.

The more complete the testimony offered, the more certainly should we expect to find some differences of opinion as to the characteristics of kindergarten children. In any large city there will probably be a few incompetent kindergartners and some unintelligent or reactionary primary teachers. That the kindergarten fails to commend itself to

teachers who are themselves mere martinets should be accounted a merit rather than a defect. The condemnation of incompetent kindergartners by wise primary teachers is a cause of rejoicing to all true friends of the Froebelian method. The influence of the kindergarten should be determined by the majority report. Variations of opinion should be explained by the occasional defect of the kindergartens and the occasional incapacity or prejudice of the judge.

The most extensive and carefully collected information which I have received with regard to the characteristics of kindergarten children came from Miss Laura Fisher, director of the sixty-nine public kindergartens of Boston, and consisted of 163 letters from teachers of the first grade sent in reply to the following circular communication from Mr. Edwin P. Seaver, superintendent of the Boston schools:

"To the principals of districts:

"For the Paris Exposition of 1900 Miss Susan E. Blow has been appointed to prepare a monograph of the kindergarten in the United States. She desires to use the information which you can gather by asking teachers of your first grade primary to answer carefully the questions hereto appended. Please give a copy of these questions to each first grade teacher, asking her to prepare her answers and give them to you as soon as possible. Ask her to be perfectly frank in her expression of opinion even if she must make some unfavorable criticisms.

"In returning the answers to me after you have collected them, you will confer a great favor if you yourself will write your impressions of the kindergarten system of instruction.

"QUESTIONS

"1. How many years have you taught children in the first grade?

"2. About what proportion (per cent) of your children have come to you from the kindergarten?

"3. What, if anything, have you observed as to the characteristics of kindergarten children as compared with other children?

"4. How do you think the kindergarten training has affected the progress of the children in the primary grade, particularly in your own grade? Has their progress been quicker in point of time? Has the character of the work done been improved?"

From the 163 letters received in reply to this circular I eliminated those reporting that less than ten per cent of the children attending the given primary room had received kindergarten training. I also omitted several letters based upon experience with children who had been only a few weeks or months in the kindergarten. The total number of letters omitted was 36. Of the remaining 127 letters 102 are favorable and 25 unfavorable to the kindergarten. Among the letters which I have classed as unfavorable one only is unqualified in its disapprobation. All the others admit some distinctive merits in kindergarten children, those most frequently specified being increased power of observation and linguistic expression, greater manual skill, and more general information. The most frequent criticisms are that kindergarten children are talkative and not easily amenable to school discipline. I quote two letters which represent the general trend of unfavorable criticism :

I

"I have taught the lowest grade one year, two months.

"About fifty per cent of my children came from the kindergarten.

"I find the kindergarten children are less inclined to obey quickly. They have acquired the habit of whispering over their work which has seriously hurt my other children. I find they understand in some cases more quickly than the other children and are more deft with their fingers.

"My kindergarten children are evenly scattered over my class. Owing to limited experience I think I am hardly competent to make a trustworthy estimate of the work of kindergarten children as compared with others. The children who came from home were nearly seven years of age, and as the children who came from the kindergarten were in most cases younger, there has been but little difference in the results of their work."

II

"I have taught children in the first grade something over two years in all. About one-fifth of this present class has attended a kindergarten, but has not come direct to me from there.

"I have noticed that they observe much more closely than ordinary children, that they are skillful with their hands in any kind of work that calls for skill, as drawing, clay work, science, etc. That in the arrangement of material, such as busy work, they are more orderly and careful in arrangement. I have found by looking the matter up that the children who have passed through kindergarten now present in my room are among the worst behaved and troublesome in the whole room. I also notice a habit to watch each other's work too much.

"I cannot say that I have found them any more able to take the work than ordinary children. I do not know that their minds are any more fitted for the retention of new ideas. I think, in some cases, the work is better done by these children than it would be without such training. But I do not know that some of the others would have done any better work with the kindergarten training. For some children I think it a great help, for others I might say unnecessary."

Contrasting the 102 favorable with the 25 unfavorable letters, the first fact which thrusts itself upon the notice of the reader is that the majority of their writers seem to have had little difficulty in solving the problem of discipline. A large proportion of these letters make no direct reference to this question, while the account given of the moral characteristics of kindergarten children precludes the thought that they have been found difficult to control. Most of the varying shades of opinion expressed by the remaining writers are indicated in the following extracts, and in the letters quoted in full at the conclusion of my summary of the Boston testimony in behalf of the kindergarten :

DISCIPLINE

"During the first weeks of the school term the children from the kindergarten are very lively, in fact more so than

is best for the good order of the school room. This is due to the great amount of freedom which the children are allowed in the kindergarten. This fault, if it may be considered as such, must be corrected. When the child realizes that he is in a new atmosphere and that he must attend to one person he very soon adapts himself to the change."

2

"The kindergarten has done so much that is of great value to the children, that I am willing to overlook the only little difficulty that I have found. During the first few weeks of school the children like to go about and show their little friends what they have succeeded in doing or finding out and whisper or talk about it. But they soon learn that we can all work better when each one takes care of his own work and the inclination to move and talk gradually diminishes."

3

"The children I received from the kindergarten were more restless at first. They were easier to discipline after a short time."

4

"Kindergarten children are alert and active, with eager questioning minds and eyes that see and note everything. They know how to use their hands and how to talk and are lovable and sympathetic. They come to the primary room happy, self-confident and talkative. On the other hand, the discipline of such children is very hard and it requires the greatest effort on the teacher's part to accustom them to the quiet, independent work of the primary room."

5

"Entering school from the kindergarten the children have already learned their social relations and their obligations to their companions. Hence from the first there is an absence of shyness and fear, and a school made up of kindergarten children is a delightfully social community. This trait, if firmly and tactfully dealt with, leads not to disorder but to right school spirit. I have not found it more difficult to tone down this trait than to arouse it as it lies dormant in other children."

6

"Each year the kindergarten children come to school better prepared than the year before. I have noted this particularly in regard to discipline. They are each year more ready to settle down to quiet work. They seem each year to be more evenly developed."

7

"The discipline in my class during the time I had kindergarten children was as good, if not better, than it was when I had children come to me from their homes. In point of fact, I much prefer the kindergarten children."

8

"The moral side of the child's nature receives special care in the kindergarten. The careful, firm discipline of the kindergarten has a great effect upon the receptive minds and hearts of the children. Many of the mothers are glad to testify to this influence. The rough child grows more gentle, the thoughtless child more careful."

9

"The most important characteristic of my kindergarten children was their high moral tone. There was among them more than the usual spirit of kindness, good will and helpfulness. They were more easily controlled than other children by an appeal to reason or honor. For little children, they had a very quick perception of right and wrong."

10

"Kindergarten children give so much better attention, follow directions so much more readily and apply themselves so much more diligently that they progress much more rapidly than other children. Their work is always well done and they do all the work given them, particularly what is known as busy work. A great deal of time is saved in this way and the discipline of the school is made much easier."

Replying to the questions with regard to the relative progress of kindergarten children and the character of

their work thirty-eight teachers report both a progress quicker in point of time and improvement in the quality of work. Thirteen teachers report increased rapidity without change in the character of work, and twenty-eight improvement in the character of work without increased rapidity of progress. Thus fifty-one report greater rapidity, sixty-six improvement in quality of work, and seventy-nine a decided gain either in speed or quality or in both. The remaining twenty-three teachers seem to consider that kindergarten training increases the child's general intelligence but does not noticeably affect the ordinary routine of school work.

In the *Kindergarten Magazine* for March of the current year Miss Sarah Louise Arnold, superintendent of primary schools, Boston, pronounces a judgment which confirms the majority report of the teachers whose testimony I have summarized. Her statement is as follows: "As a matter of fact the children who have had the full kindergarten training advance much more rapidly than do the children who come to the primary room without such training. In certain schools the kindergarten children have been separated from the other children entering the first grade, and have been taught by teachers who understood the work of the kindergarten. In almost every instance these classes have completed the primary course in two years instead of three."

To the disciple of Froebel the most interesting paragraphs of the Boston letters are those which answer the question, "What, if anything, have you observed as to the characteristics of kindergarten children as compared with other children?" In condensing these replies I have grouped them under three heads, first, specific gain in knowledge and skill, second, intellectual, and, third, moral characteristics. The specific gains mentioned are clearer ideas of number, form and color; greater knowledge of and interest in nature, improved singing, better expression in reading, improved articulation, more orderly and careful arrangement of material in busy work, and greater manual skill shown especially in writing and drawing. The intel-

lectual characteristics of kindergarten children as compared with others are said to be greater general activity of mind, quicker comprehension, a more receptive mental attitude, greater logical power, greater concentration, more imagination, greatly increased powers of observation and expression, quicker recognition of likenesses, differences and relations, greater love for the beautiful and visibly increased originality and creative power. Of their moral characteristics it is said that as compared with others kindergarten children are neater, cleaner, more orderly, more industrious and more persevering. They are also more self-reliant, more painstaking and more self-helpful. They are less self-conscious and more polite. They obey more quickly and are more gentle towards each other. They have a more developed spirit of helpfulness. They are more eager, alert, enthusiastic and responsive. They are interested in a wider range of subjects. They have finer sensibilities, manifest love for and confidence in their teachers and show special interest in everything pertaining to home and family life.

In thus condensing the evidence of many different writers I necessarily rob it of force and color. It seems well, therefore, to present a limited number of replies in full in order that readers may judge for themselves of the impression created by kindergarten children upon teachers of different character, age and experience.

I

"I have taught children in the first grade about six years. About 35 per cent have come to me from the kindergarten.

"These children show certain characteristics which are not so fully developed in the other children. Their intellectual qualities are, as a rule, more fully developed, especially perception, imagination, memory and power of thought. Their sensibilities, too, as a general thing, are much quicker to act. For example, if a flower is given to each member of the class, it is the little boy or girl who has attended the kindergarten who is the first to feel its beauty. Power of expression is well developed in these children. What stands

out more than anything else in these small kindergarten people is the cheerful, sunny atmosphere they bring to the primary room and the spirit of kindness and helpfulness. In other words, they have begun to come into that stage where love for all humanity is developed in a simple child-like way. It seems to me that this is the most important characteristic of the child from the kindergarten.

"I think the progress of these children in the primary school is greatly facilitated by their previous training. Their progress has been quicker as to time. The character of the work done has been improved."

II

"I have taught children in the first grade two years.

"The first year 72 per cent had attended kindergarten ; the second year 74 per cent.

"The kindergarten child observes more quickly and with greater accuracy. He is methodical in thought, and, consequently, in all expression, oral, written and manual. From an ethical standpoint he is superior to the non-kindergarten child. In all ways he is more intelligent, more nearly the being his Creator meant him to be.

"The kindergarten training has been a powerful agent in stimulating the ambition of the child and in making progress a continual joy.

"In the majority of cases the progress of the kindergarten children has been quicker in point of time. In all cases the character of the work has been improved."

III

"I have taught a little over two years in the first grade.

"Last year all my children had attended the kindergarten ; this year only 5 per cent.

"I have found that where the children have had a kindergarten training they are much more industrious, interested, observant, enthusiastic, imaginative, responsive and courteous. They have more general information. The training they have received is a great help in number, language, expression in reading, drawing and all manual work.

"The progress has been quicker in point of time, and the work on an average much neater."

IV

"I have taught children in the first grade for five years.

"Until November of the present school year about 80 per cent of my children have come to me from the kindergarten. Very few children have come directly to me from their homes. Those who have not come from the kindergarten have usually spent more or less time in the first grade before they have come to me.

"The majority of the kindergarten children have been more anxious to work. They have had more confidence in their ability to do what is required of them, and have shown more perseverance in conquering difficulties. Their work has been cleaner, neater and arranged in a more orderly manner. Their power of concentration is much stronger. Their creative power is also much more highly developed. Through their games and talks, they have acquired more knowledge of the world about them, which knowledge has been of much help to them in their new work, especially in reading, language and drawing. They have learned to write more readily, and they have clearer ideas of number. Their love of the beautiful and their power of appreciating beautiful thoughts have been much greater.

"As a rule, the child who has had a full kindergarten training has done much better, stronger work in the first grade than one who has been in the kindergarten but a short time, or than one whose attendance has been very irregular.

"Progress has been quicker in point of time, for the children who have had the benefit of the full kindergarten training have accomplished more in a given time than those of the same age who have not received the same training. The character of the work has been improved."

V

"I have taught children in the first grade thirty-two years.

"Since the kindergarten was established in our district, about four years ago, about fifty per cent of my pupils have come to me from that grade. Before that time, I received only a few children from the kindergarten.

"The characteristics of kindergarten children consist of trained powers of observation, skill in using the hands, a

knowledge of number, form, color and music. A great deal has been done for some children in teaching them self-control.

"I think the effect of the kindergarten training has been decidedly favorable to the progress of the children in my own grade.

"Their progress in point of time has not been much quicker, as I have had very few who have had more than one year of kindergarten training, and several of the bright ones have been delicate children who could only attend half a day or quite irregularly.

"I have a class of children whose parents are not anxious to have them pushed.

"The character of the work done has been much improved."

VI

"I have taught four years, one in the Hancock district and three in the W. Allston.

"The first year fifty per cent of my children were from the kindergarten; the second, third and fourth years about fifteen per cent.

"Kindergarten children are creative, self-active and independent. They are accustomed to school life and used to being one of many instead of one alone.

"They have been waked up and are used to thinking. They are ready to begin to learn, whereas other children, with the exception of those who have brilliant minds, have to become accustomed to school work. Kindergarten children have learned how to work, how to use their hands, how to care for property.

"They have a good foundation for any kind of work.

"For the above reasons they are able to do the work of my grade in half the prescribed time. They always get more out of their work than other children and are always at the head of the class."

VII

"I have taught six years in the first grade. About 30 per cent of my children have come to me from the kindergarten.

"I have observed that kindergarten children are interested and ready at once for the work. The other children do not know how to act. Much time is taken up in teaching them minor details. They are not so quick with their fingers.

"The kindergarten children know how to handle their pencils and learn to write in a very short time.

"In every case the kindergarten children have shown marked progress in the primary grades.

"Toward the latter part of the school year they have done second grade work. I have been interested in following their course through the grammar school, and have found that they received double promotion."

VIII

"I have taught children in the first grade fifteen years.

"Last year about fifty per cent, this year about sixty per cent, and in preceding years perhaps thirty or forty per cent, of my children came to me from the kindergarten.

"I find the children who have had two years of kindergarten training ready to do the work of the first grade, whereas other children need a great deal of preliminary work. The muscles of the hands of these children have been so trained that they are ready to use pen or pencil for writing and drawing, ready to cut and fold paper, ready to handle material for seat work. This training of the hands has had its corresponding development in the brain, and their minds are ready to intelligently guide the hands and to grasp new ideas. Their eyes have been so trained that they are ready for the color, form and observation work. This training of the eye affects also the work in reading very noticeably, as the children distinguish the forms of words and letters more easily. Their ears have been so trained that they are ready to listen and follow directions. Their number experiences have been many and varied, and it is in arithmetic especially that I notice their advantage over other children.

"In fact the normal child who has had a thorough kindergarten training does rapidly, and with ease, understanding, joy and appreciation what the normal child without this training does slowly and with difficulty.

"The kindergarten training has helped many of my children to do the work of the primary grade in less time than other children, but I think the great gain has been in the character of the work. It has been in quality rather than in quantity; in enrichment and expansion rather than in extent."

IX

"I have taught children in the first grade eight years.

"I have always had some kindergarten children in my class with the exception of this year. Last year my class was made up wholly of the kindergarten children. The kindergarten children are wide-awake. I never had such an enthusiastic spirit in my class as I did the year it was made up wholly of kindergarten children. The children who come directly from home are, as a rule, diffident, and not responsive. It usually takes two weeks to get acquainted, to find some common bonds of interest. The kindergarten children I had watched in the kindergarten. I knew the stories and pictures they loved; the work they had done in form and color, and the games they had played. We were friends at once, and the work began earlier and with less friction. The children from home stand in awe of the teacher; the others have grown to love school and its work. The spirit of helpfulness is very strong. The first two weeks of school I was troubled with the discipline. The children talked aloud and hummed, but they worked. The humming did mean a happy spirit, but of course it did hinder the work. The talking without permission I found was almost always prompted by good motives. At the end of three weeks these children succeeded very well in these directions. They are good workers and they must have enough to do. Folding hands and sitting up straight does not appeal to them.

"The training given the children in the kindergarten enables them to take up work more intelligently. They are wide-awake in observation lessons. They are quick in recognition of form and color, and in seeing resemblances. They are intensely interested in stories and poems. I never had a class who read with so much expression. I think the work done in the kindergarten songs sweetened their voices. Of course I do not think the kindergarten training makes a dull boy bright, but I do think that a dull child is brighter and more responsive than if he had not had this training.

"In point of time, if by that is meant double promotions, the children have not gone on any faster. But I do think the children were better developed and more ready to take up the second grade work than the children entering the first grade from home.

"I think the kindergarten children do better and neater work. They are more self-reliant. They have more creative power and are always ready with new combinations in design work."

X

"I have taught the lowest grade in the primary school for four years. My first class contained no kindergarten children ; my second, third and fourth contained 33 1-3, 100 and 70 per cent respectively, making an average of 51 per cent.

"I have found the kindergarten children to have broader, more original and better trained minds than most of the other children. They are better able to concentrate their attention ; they grasp an idea more readily and go ahead by themselves. They distinguish form more quickly, and so learn to write and read in a shorter time than the others. They have already formed habits of cleanliness and punctuality which, with other children of the lower classes, we have to struggle some months to establish.

"I think the kindergarten training has advanced the progress of the children in the primary school both in point of time and in the character of the work. If a child has had two years' training in a kindergarten and then enters my room at the age of five and a half or six he can generally finish the first grade work by March first and enter the third grade in September, and, as I have stated in the previous paragraph, the work is better and more intelligently done and shows much originality."

XI

"It is a great pleasure to me to have the opportunity offered by the questions sent us relative to kindergarten work in preparation for the Paris Exposition to say that I think the kindergarten training is of vital importance to the children of foreign and ignorant parentage such as we have in our district. From general judgment I say that all children need the kindergarten, but I know that it is of the first importance to those who come from oppressed, lawless and unlovely homes. I hope the fact that I have taught only two years in this grade will not render my testimony worthless.

"Last year about 5 per cent of my children had had some, but not a complete kindergarten training. This year, for one month, about 95 per cent of my children were from the

kindergarten. At the end of that time the best 45 per cent moved on, the rest remaining with me. None of those left with me had completed the kindergarten course before entering the primary grade. That one month's experience with nearly a whole class of kindergarten children was delightful.

"To my mind the comparative characteristics of the kindergarten child and the street child are these :

"The kindergarten child observes and discriminates ; is intelligent in his attitude towards things ; is able to remember things taught ; is ingenious, spontaneous, interested and imaginative ; has a sense of honor and respects the property and rights of others ; is gentle, kind, helpful and thoughtful ; possesses a sense of the beautiful, and a sense of individual moral responsibility ; is cognizant of the Supreme Being and reverential.

"The street child is unobservant, dull in attitude, weak in imagination, indifferent to things. He is rough, shameless, thoughtless, teasing, disregards the rights and property of others, is little moved by the beautiful, is ignorant in general, and, therefore, lacking in love and reverence. He has no sense of individual responsibility and is morally chaotic.

"The kindergarten child has further learned to direct himself along a specific line of action whether it be work or control, in obedience to a spoken or unspoken law. He is, in short, intelligent, sensitive, responsive and self-directing in a far greater degree than the other child. With regard to rapidity of progress, I can answer only in regard to the work in my own grade. The kindergarten child, as I have observed him, moves much more rapidly over the ground of work than another child of equal ability.

"The character of the work done by kindergarten children shows a great improvement over that done by other children. Their manual training helps them to learn writing and seat work more quickly. The information they have acquired in the kindergarten and the dexterity they have gained enable them to progress rapidly, while at the same time their work is better done. They bring to their work a respect for it which increases their sense both of its dignity and of their own dignity.

"Of great importance in such a district as ours is the training in understanding good English which the kindergarten gives the child. Our children who come directly from the homes are a long time learning to understand us

when we speak plain but good English. They are also a long time learning to express themselves. In the expression of what has been impressed upon them, kindergarten children are greatly in advance.

"The whole mental and moral character of the children who have attended the kindergarten is much superior to that of the children who come to us directly from the home.

"I have one suggestion, not a criticism, to make. A very few children, who have strong imagination and who prefer to use their imagination rather than their perception, are likely to have that tendency increased by the training in imagination given in the kindergarten, so that they have difficulty in seeing things as they really are. For example, such children repeatedly read one word of a sentence and then recite a sentence totally unlike what is before them. I think that kindergarten teachers do not realize this as we do, and that in the care of such children they ought, perhaps, to lay more stress upon truth-telling. This is the only possible fault I have seen in a child as a kindergarten child, and this only in a very few children.

"I wish that all children under six years of age in our district were compelled to go to the kindergarten before entering the primary room."

XII

"It is my pleasure, as it is also my duty, to submit the following answers to the questions issued in the recent circular with regard to the effects of kindergarten training upon the pupils of my own grade, the first primary.

"Five years has been the length of my service in the first grade.

"About forty per cent of my pupils have received instruction in the kindergarten. The children who have had kindergarten training seem to possess greater enthusiasm for and interest in their school work, and, therefore, concentrate their attention sooner and for a longer period than those from home.

"My pupils from the kindergarten have greater and more accurate powers of observation and discrimination. This fact is noticeable in their quick recognition of written forms and their associated sounds.

"The vocabulary of the kindergarten child is larger, and his power of expression, therefore, greater. He is less shy

and timid and so expresses himself readily and freely. He is able from this fact to take up the regular language work in reading sooner, and so time is saved. The willingness to narrate his experiences is so marked that I have to be careful that the others have equal opportunities to express themselves. This is true particularly at the beginning of the school year.

"The experience gained in the kindergarten helps the child to understand the literature presented to him more readily and thoroughly.

"Generally the kindergarten child recognizes numbers and performs operations with them more quickly than other children, helped by his former work in weaving and other kindergarten occupations. These latter also help him to be more skillful with his hands. He can be left at his busy work with less oversight and with better results to be seen on inspection. This is a saving of time. The manual training which he has received also results in a greater power of expression in the drawing and writing lessons. The terms used in drawing are also more familiar, being recalled instead of newly learnt. Consequently less drill is needed.

"The kindergarten child is more familiar with school routine, and, therefore, requires fewer directions. Having attended school before, the primary teacher is not obliged to spend time and energy in comforting him on his separation from home friends.

"Finally, the kindergarten child seems to me more courteous, more helpful and more ready to recognize the rights of his fellow-pupils.

"The kindergarten pupils now in my own grade have been able to accomplish more in the required studies than those of the same age who came directly from home. The few exceptions occur in the cases of children who are not to be regarded as normal.

"Several children who have received the full kindergarten course have been able to omit the second year course in the primary, and have, therefore, completed that course in two years instead of the usual three years. This does not occur with other children unless they are unusually old when they enter or have special home training. One child, who proved too immature for the work of my grade, after a short training in the kindergarten, was able to do the work better and more quickly than he could possibly have done without it.

"That the character of the work has been improved, I have no doubt. Since I have always been so fortunate as to have some pupils from the kindergarten, I cannot compare the work accomplished with that of pupils, all of whom came direct from home. The comparison I have made between the latter and kindergarten children seems to be just, and I feel sure the kindergarten has helped to produce better results throughout my class, even when a very small proportion of the children in the class had had the benefit of its training."

The following letter, also received from Boston, and written by a teacher of third grade, shows that the influence of kindergarten training extends beyond the primary room :

"In speaking of the value of kindergarten training I judge from observation and inference rather than from a close grade connection with it.

"I have more than once met with such contrasts in the moral attitude and mental atmosphere of younger children who had been under kindergarten training, and older ones from the same family who began school life before kindergartens were established, that I can attribute the source of the happy and healthful influence to but one cause. Indeed, it was unmistakably evident in several instances that the heaven had worked where it would happily do so much good in the future in raising the minds of the parents to a finer conception of the duties and possibilities in training their children. This has come to me more than once from a personal confession and acknowledgment. An influence that makes thus early for the formation of character surely cannot have too high an estimate, especially from those whose efforts must succeed it in the work.

"I feel that to the kindergarten training is due much of the possibility of developing in the children the power to observe, to generalize, to execute and to express themselves as intelligently and thoughtfully as they were able to do a year or two later in school life, before kindergartens were with us. In my present class the kindergarten children are all to be promoted with one exception, and they are ten months younger than the other children. Their average age is eight years and ten months, while that of the non-kindergarten children is nine years and eight months, or practically a year of school life. I find the difference is

about the same in favor of kindergarten children for several years back, as far as I examined. There seems to be but one influence as to the cause for this, the quickening and brightening influence of the first training, coming at a time when the children are awakening fast to the multitude of influences and interests which surround them, and which is of a character to lead the little hearts and hands to the best they can think and do."

The limits prescribed for this monograph prevent me from doing full justice to the valuable material sent me from Boston. So far as I am aware, no equal number of competent witnesses reporting upon children received from so large a number of kindergartens have ever been publicly cited in behalf of the Froebelian method. Their testimony proves beyond peradventure that the kindergartens of Boston have actually achieved nearly all the results claimed for the system by its most enthusiastic friends. The following letter from Mr. Edwin P. Seaver, superintendent of the Boston public schools, describes the obstacles with which the kindergarten has still to contend and suggests a plan by which its influence may be increased :

"My acquaintance with kindergartens began in the year 1881, when, in making my first official visits in the Boston schools, I found the kindergartens then privately supported by Mrs. Shaw in certain school rooms granted rent free for that purpose by the school committee. At first I was amused by the novel exercises, and then pleased by the evident hold these exercises, or the teachers, or both, had upon the children. Longer and closer study of the kindergarten exercises convinced me that here was a real educational agency of singular efficiency.

"Looking at it from the practical side I observed that there were some thousands of children in Boston whose education both morally and intellectually would be greatly advanced by their being placed at an early age in good kindergartens. I thought too that for all children the kindergarten was the best means of passage from the home to the primary school. A knowledge of the spirit and methods of the kindergarten spread among the primary teachers seemed likely to exercise a beneficial influence on

the primary schools. There was no doubt that this same benign influence had made itself felt in many homes. Among the strongest early friends of the kindergarten were many parents whose children had been kindergarten pupils. There were many primary teachers whose experience with kindergarten children enabled them to analyze and describe the effects of the kindergarten system of instruction in favorable terms.

"These were some of the considerations which moved me in the year 1888 to recommend that the kindergarten be made an integral part of the system of public instruction in the city of Boston. Since this was done, the public kindergartens have steadily grown in number and in popularity, in so much that nearly all school districts in the city are supplied with them, and about one-third of the children now pass through them before entering the primary schools. Our primary teachers have become more and more appreciative of the excellent foundation the kindergarten gives for the child's subsequent instruction. Altogether, it may truly be said that the public kindergartens of Boston have fulfilled, and more than fulfilled, the expectations formed of them at the time of their adoption. Imperfections they have shown, as what schools or what things human do not? But every year there have been improvements, every year a better understanding of the essential principles of kindergarten instruction, and every year a more widespread knowledge of the practical benefit of these principles when properly applied.

"As to the subsequent progress of kindergarten children in the school grades, it has been impossible for me to arrange and properly carry out a thorough statistical inquiry. I can only say in general that my impressions, gathered from conversations with teachers these many years, lead me to the conclusion that the progress of kindergarten children compares very favorably with that of other children of the same age and similar environment. This progress is not so much manifested by quicker passage from grade to grade in the schools—for there is much that is arbitrary and artificial in the rules governing the promotion of pupils through the grades—as it is in the broader and stronger work done by children whose education has been started aright in the kindergarten.

"Another influence which obscures the result in statistical

inquiry arises from the fact that the tests applied to determine progress are often quite out of harmony with that theory of education of which the kindergarten is an exemplification. The principles worked out by Froebel in the kindergarten were also by him applied to the later education of children and youth. Therefore, the subsequent progress of kindergarten children ought to be tested by methods which are consistent with those principles.

"Still another obstacle in the way of satisfactory statistical work is the fact that in very many of the classes of the first primary grade only a minority of the children are from kindergartens. The teacher is apt to adapt her methods to the wants of the majority. So it happens that the kindergarten children suffer from a change in the method of their instruction. What was so well begun in the kindergarten is broken off, and, consequently, the results that might otherwise have been expected never appear. Notwithstanding all these difficulties it has been possible in Boston to organize a few primary classes, composed wholly, or almost wholly, of kindergarten children. The progress made by such classes has been eminently satisfactory. This result seems to warrant the belief that if all children could be taken through the kindergarten before entering the primary schools the instruction in the latter would be advanced and enlarged to a degree not now possible."

Much of the information received from other cities I omit because it does not relate to experiences with a sufficiently large number of children. I have, however, condensed the following results from letters sent me by Miss Mary C. McCulloch, supervisor of the St. Louis kindergartens. These letters, thirteen in number, were written by teachers of the first grade, and reported the progress of kindergarten children in each of the several districts of the city. Two of the letters I eliminated because, while kindly in feeling, they were not precise in statement. Of the remaining eleven letters nine reported that kindergarten children were proficient in arithmetic, and affirmed the conviction that the training of the kindergarten facilitated progress in learning to write, and was of marked value in learning to read. The other two recognized no difference in these respects between kin-

dergarten children and children who came to school direct from the home. The unanimous verdict was that kindergarten children were superior to others in drawing. All the letters concurred likewise in the statement that kindergarten culture developed the æsthetic sense. The intellectual characteristics specified were accurate observations; correct expression; power to make numerical combinations; familiarity with geometric forms; quick recognition of magnitude and relation; a generally increased perceptive power, and signal ability in illustrating poems and stories. With regard to manners and morals nine teachers recognized the good influence of the kindergarten. Of the remaining two one found "few causes for complaint," and the other referred merely to a possible good effect upon order and punctuality. The moral characteristics which were said to distinguish kindergarten children were order, cleanliness, courtesy, consideration, kindness, a perceptible development of the ideal of social dependence and "a love for the beautiful in character awakened by fairy tales and developed along the lines of self-abnegation through song, stories, games and daily practice."

From Mrs. Alice H. Putnam, to whose labors is largely due the adoption of the kindergarten by the school board of Chicago, I have received the following valuable testimony of superintendents and principals of schools:

From Dr. E. Benj. Andrews, superintendent of schools:

"Our best first grade pupils are from the kindergarten, and the influence of kindergarten teaching is more and more felt in all the grades. Its ethical and social value is equal to its intellectual value. In fact the kindergarten is now recognized by all thoughtful persons as one of society's main hopes for the future."

From Albert G. Lane, Esq., district superintendent:

"It has been noticeable that children well trained in the kindergarten have keen sense-perception, possess constructive and expressive power and are alert, active and open-minded."

From James Hannan, Esq., assistant superintendent :

"The most positive friends of the kindergarten are those who know it best. No principal who has had one in his school is willing to do without it. We have had several cases where the principal of an old school has been transferred to a new one and in every such case there has been urgent demand for the establishment of a kindergarten in the new school."

From Mr. Lincoln P. Goodhue of the D. S. Wentworth school :

"The kindergarten-trained child is more responsive in early primary work, has greater freedom of thought and expression, better and more definite control of motor activities and many well-established useful habits not usually found in the ordinary beginner.

"During the first year many of the kindergarten children take first rank in their rooms, although some fall into the lower classes, even into the C class. It is seldom, however, that a kindergarten child is found overtime in grade. In the second year and above opportunity for the observation of the kindergarten child in this school has been quite limited, and I am unable to submit any definite statement.

"That the average child is helped very materially by the kindergarten course must be admitted. That the children of the poor are led into habits of thought and conduct which their home environment could never develop is also true.

"The dull child, while he may still be dull, must be quickened more or less by kindergarten training well done. The whole question as to the value of the kindergarten can be answered only when the other question as to the training and qualifications of the kindergarten teachers has been positively settled. It is more true in the kindergarten perhaps than in the grades that the teacher makes the school."

From Miss Minnie R. Cowan, principal of the McAllister school :

"In the following respects we find the pupils who have had kindergarten training very superior to children who come directly from the home,—power of observing closely and accurately and ability to express their thoughts readily and clearly.

"They have also a considerable degree of manual skill, and in the first year of school life especially this is a great aid to their progress.

"I have not found that they ordinarily gain any time in the grades, but they do the work of the grades more easily and perfectly."

From Mrs. Elizabeth Huntington Sutherland, principal of the Alice E. Barnard school:

"Having been seventeen years in this school, I have had many large families begin and complete their work with me.

"The older three or four children of said families were in school before our kindergarten was established; the younger three or four since. Invariably there is a marked contrast in the ability of the two groups. The younger ones are brighter in every way, and often seem hardly to belong to the same stock. Much of this difference I believe to be due to the early wholesome awakening brought about by the training in the kindergarten."

From Mr. Fulton B. Ormsby, principal of the Perkins Bass school:

"My observations thus far convince me that the kindergarten is a distinct and positive help to the future progress of the child.

"The motor activities are so developed that the various occupations of the school room are taken up with skill and readiness, and the powers of observation so aroused that the more formal instruction, if desired, may be undertaken at once with success.

"In our school, the children who have had the kindergarten training are advancing more satisfactorily than those who lack such training."

From Mr. Samuel A. Harrison, principal of the Burroughs school:

"The observations of myself and teachers are that pupils coming from the kindergarten:

"1. Know better how to handle themselves. They have been trained to control their attention, and can begin school work at once.

"2. They have gained some little learning in singing and numbers.

"3. They are cleaner, neater and better mannered, and their training shows to advantage in all school proprieties."

From Mr. Frank A. Houghton, principal of the Kershaw school :

"The kindergarten has a most excellent influence on the primary grades. I feel its influence on the work of the first grade especially."

Miss Ida De La Mater, extra teacher, who supervises the primary work of the Kershaw school, adds :

"I have found that the kindergarten children lack concentration, self-control, and are hard to discipline.

"In the games, story work, language and general information, they are better than other children. I am in hearty sympathy with the work."

From Mr. Charles F. Babcock, principal of the Holden school :

"The children who have been in the kindergarten classes are noted for their powers of observation and expression, fluency in language, etc. They are vastly superior to those who have not had this training. The only objection to them is that they develop into regular chatterboxes, and it takes some time to tone them down. We have the kindergarten and non-kindergarten classes together and can speak of them better for so doing."

From Mr. Daniel Appleton White, principal of the Everett school :

"I have carefully revised the records of this school in regard to the progress of kindergarten children. By comparing the progress of several hundreds of children who are at present members of this school, I obtain the following statistics :

"Of one hundred promotions from first to second grade, I find that the children who have had the kindergarten work required an average time of thirty-seven and one-half weeks for the completion of the grade work, while the others required forty-four and one-third weeks for the same. For the second grade the respective results are forty-five and one-tenth weeks and forty-four and eight-tenths weeks. For the third grade forty-three and seven-tenths weeks and forty-

six weeks, while for the fourth grade the average time required was thirty-three weeks and forty-four and four-tenths weeks.

"In addition to these facts I cheerfully submit my opinion of the advantages of the kindergarten training so far as I have observed them. In my judgment * * * the children gain exceedingly in regard to the following points:

"The formation of good habits, the development of freedom and activity, the power to understand directions, the social element, and last, but not the least, the attention paid to cleanliness."

Since the kindergarten system has been more highly developed in Boston, Chicago and St. Louis than in other places, testimony from these cities has seemed to me of the highest importance. Similar results are, however, showing themselves in many smaller cities and towns, in witness whereof I permit myself to quote the following published statements:

I

"Having often been asked if there is any difference in the ages of those children in the several grades who have had kindergarten training and those who have not been so fortunate, I have this year taken some pains to see if there is really any difference. I find that the age of the kindergarten trained children in every grade is actually less than that of the remainder of the class by a few months until the eighth grade is reached, where the difference is ten months, or one whole school year. At first this does not seem very much, but a year at school is a great factor in the life of any student." (Olive McHenry, principal of Hawthorne school, Des Moines, Iowa. Published in report of city superintendent of schools for 1893-94.)

II

"Referring to our kindergartens and schools as we see them in New England, what is the opinion of the most intelligent primary teachers to-day concerning what the kindergarten does? Being very familiar with this matter in a town where eleven kindergartens, having some nineteen teachers, are feeding the primary schools, it is a pleasure to say that there is unanimous agreement on the part of all the

primary teachers that the children receive incalculable benefit through their kindergarten training, and are far better prepared to take up the activities of the school because of that training.

"Many of these teachers are well advanced in life, and had long experience before the kindergarten was adopted in the town. They have not been hasty in making up their minds; on the other hand, they have no doubt been slow in doing so. They find the kindergarten children coming to them full of anticipation of what they are to enjoy, and they are slow to adopt any measure that tends to dampen this enthusiasm. They find them active and needing activity. They are quick to see, curious to ask questions, and anxious to co-operate in everything pertaining to the school. And it is delightful to note that the same methods which make the kindergarten a highly socialized community where there is much mutual sympathy, and co-operation operate also in the school so that it becomes something quite different from the school of other days when children were treated as little men and women and when the aim of the teacher was to have as little stir and activity as possible, doing violence to the nature of the child and often crippling him for life.

"The time has come when we may safely claim that the kindergarten with all that it has brought to the school of spirit and method gives enlarged capacity to do work of all kinds and its beneficent influence is felt not only in all grades of schools but in college and in after life." (Samuel T. Dutton, Superintendent of Schools, Brookline, Mass., in *Kindergarten Magazine* for April, 1899.)

In view of the attacks so freely and insistently made upon what is called the "sentimentalism" of the kindergarten, it may be well to call attention to the fact that none of the expert witnesses whose testimony I have quoted seem to have detected its existence. That among kindergartners there are some sentimentalists I have no doubt. That sentimentalism is inherent in the Froebelian ideal or tolerated in the best training schools for kindergartners I unhesitatingly deny. There is greater danger of its appearance in private than in public work because any person calling herself a kindergartner may be accepted as such by ignorant or

thoughtless parents. In public kindergartens under competent supervision its persistence is impossible.

It is greatly to be desired that all cities establishing kindergartens in connection with their public schools, should insist upon having a specially qualified supervisor. Without watchful and intelligent guidance the kindergarten tends either to relapse into a mere play school or to become too closely conformed to the primary school. The ideal supervisor stands to the individual kindergartener in a relation similar to that which the latter occupies towards her children. She quickens their intellectual and moral aspiration, deepens in them the complementary impulses of self-culture and child-nurture, points out practical errors and suggests the ways and means of overcoming them. She must thoroughly understand the method of the kindergarten, its psychologic implications and its relationship to education as a whole. She must unite intellectual insight with moral earnestness and practical sagacity. Hence only the most gifted and illuminated kindergartners are adequate to the work of supervision.

Two great dangers assail the kindergarten and threaten to impede its progress towards the realization of Froebel's ideal. The first of these dangers is reversion to instinctive games and traditional toys. In some kindergartens, children are taught to play street games, while it has recently been urged that "peg boards, tops, bean bags, kites, dolls, jackstraws, hoops, spool, chalk and wire games and the whole toy world" should be added to the Froebelian instrumentalities. Tendencies such as these indicate a complete failure to comprehend what Froebel has done. He recognized in traditional games the deposit of unconscious reason; preserved what was good and omitted what was crude and coarse in these products of instinct; supplied missing links and presented a series of games wherein each is related to all the others and which, by means of dramatic and graphic representation, poetry and music, win for the ideals they embody a controlling power over the imagination. In like manner, from among traditional toys he selected those which

possessed most educative value, ordered them into a related series and suggested a method by which they might be consciously used to interpret the child's experiences and develop his creative power. If this transfiguration of traditional games and toys is valueless, then the kindergarten has no *raison d'être*. But if Froebel has translated the hieroglyphic of instinctive play and found means which, without detriment to the child's spontaneity, influence the growth of character and the trend of thought, then the clamor for street games and promiscuous toys is educational atavism.

The second danger which threatens the integrity of the kindergarten is the substitution of exercises which attempt to wind thought around some arbitrarily chosen center for those Froebelian exercises whose confessed aim is to assist thought to unwind itself. Too many kindergartners have allowed themselves to be betrayed into selecting some object such as a pine tree or a potato, and making all songs, games, stories and gift exercises revolve around it. Between these so-called cores of interest and the exercises clustered around them there is no valid connection. The clustering like the subject depends wholly upon the caprice of the teacher. Could such exercises succeed in their object, the pupils of different teachers would have their thoughts set to revolving around different centers and more than this around arbitrary and contingent centers. That such a procedure directly contradicts Froebel's ideal will be apparent to all who have understood his writings. That it likewise contradicts every true ideal of education will be evident to all who understand that the function of education is to substitute objective and universal for subjective and contingent associations. The discovery of related qualities in nature, the disclosure of their causes and the reduction of these causes to a system is the great work of science. The discovery of the related activities of mind and their genetic evolution is the work of psychology. The portrayal of the universal and divine man latent in each individual is the supreme achievement of literature and art. To lead pupils away from what is capri-

cious, arbitrary and accidental, and thus capacitate them to receive and augment their scientific, æsthetic, literary and psychologic inheritance is the great duty of education. The substitution of arbitrary for necessary cores of thought wherever attempted is, therefore, the parody of education.

The future of the kindergarten in the United States is largely dependent upon the work of the normal schools for kindergarteners. The friends of the system must, therefore, view with disapprobation and even with dismay the rapid multiplication of schools with low standards of admission and a low conception of the training they should give. Inexperienced students are attracted to such schools, and the result is that the whole country is flooded with so-called kindergartners who are ignorant of the first principles of all true education.

In the early days of the Froebelian movement it was believed that in a single year young girls could be prepared to conduct a kindergarten. In most reputable training schools the course has now been extended to cover two years. The requirements for admission into these schools are, generally, graduation from a high school, or an education equivalent thereto. The courses of study include theory of the kindergarten gifts and occupations, study of the Mother Play, practice in songs and games, physical culture, lessons in singing, drawing, modeling and color, lectures on the art of story telling, and more or less observation of the practical work of the kindergarten. Finally, some trainers insist that their normal pupils shall not only observe but assist in actual work with the children.

In addition to this specific training, the best normal schools offer courses in science, literature, psychology, and the history of education.

Prominent among private training schools are those of Miss Garland, Miss Symonds, Miss Wheelock and Miss Page in Boston; that of Mme. Kraus-Boelte in New York; that conducted by Miss H. A. Niel in Washington, in connection with the work established and sustained by Mrs. Phœbe A. Hearst, and that of the Kindergarten institute of

Chicago, which is co-operative with the social settlement work in that city. Conspicuous among normal departments conducted under the auspices of kindergarten associations, is the training school of Miss C. M. C. Hart in Baltimore, which, in addition to a two years' course for kindergartners, offers a fine post-graduate course, and a course preparatory for normal work. Other training schools connected with kindergarten associations are the normal departments of the Froebel association, and the Free kindergarten association of Chicago, and the training schools conducted under the auspices of the Louisville and Golden Gate associations.

Kindergarten departments have been established in several great *quasi*-public institutions. Among the most notable of these are the kindergarten department of Pratt institute, Brooklyn, and of Teachers college, Columbia university, and of Workingman's institute, New York.

Of the 164 public normal schools in the United States 36 provide some kind of kindergarten training, the courses varying in length from about two years to six months. These kindergarten departments are distributed as follows in the normal schools of the different states :

New York, 7	Illinois, 1
Michigan, 5	Colorado, 1
Pennsylvania, 4	Kansas, 1
California, 4	Rhode Island, 1
Massachusetts, 3	Georgia, 1
New Jersey, 2	Nebraska, 1
Connecticut, 2	Ohio, 1
Wisconsin, 2	Minnesota, 1

The public normal schools whose kindergartens are most worthy of mention are those of Boston, Milwaukee and Philadelphia. In general, however, the kindergarten work in public normal schools is inferior to that of private training schools, kindergarten associations and the great institutions to which reference has been made above.

Kindergartners are admitted to surpass all other teachers as students of educational literature. They are also distin-

guishing themselves by zealous and persistent attendance upon post-graduate courses in pedagogics, science, literature, history and psychology. Between the years 1880 and 1888 large numbers of St. Louis kindergartners participated in classes organized during successive winters for the study of Herodotus, Thucydides, Sophocles, Homer, Dante and Goethe. They also followed lecture courses in psychology and philosophy, and constantly attended classes devoted to the deeper study of Froebel's educational principles and the illustration of his method. Through the efforts of the Chicago kindergarten college post-graduate work of a high order has become a feature of Froebelian activity in that city, and for many years there has been conducted each winter a literary school whose lecturers are recognized as the greatest interpreters in America of the supreme works of literature. During successive winters Miss Laura Fisher, director of the public school kindergartens of Boston, has organized post-graduate classes in the study of the Mother Play and the Pedagogics of the Kindergarten and has also conducted valuable courses in literature and psychology. Through the efforts of Miss C. P. Dozier, supervisor of the New York kindergarten association, and Miss Mary D. Runyan, head of the kindergarten department of Teachers college, Columbia university, post-graduate work has been organized in New York city. Classes in psychology, literature and the philosophy of history are conducted by Miss Hart in Baltimore, and courses in literature and psychology are already given in connection with the young but flourishing work of Miss Niel in Washington. In Philadelphia, Pittsburg, Buffalo and other cities post-graduate work is less developed, but good beginnings have been made.

The power of the kindergarten over the minds of its students arises from the fact that it connects the ideal of self-culture with the ideal of child-nurture. The true woman does not wish to "deck herself with knowledge as with a garment, or to wear it loose from the nerves and blood that feed her action." Therefore, she responds with whole heart

to the appeal to learn all she can, be all she can, and devote all she is and all she knows to the service of childhood.

Rooted in maternal impulses it would be strange indeed if the kindergarten did not appeal to mothers. That classes for mothers should come into existence was a predestined phase of the Froebelian movement. Whoever has studied the writings of Froebel knows that the education of mothers was one of the most important features of his endeavor. Practically, however, the work in this direction amounted to very little until a mothers' department was established in that unique institution, the Chicago kindergarten college. I call this institution unique because it has consciously attempted the transformation of the girls' college into a school for motherhood. The colleges for men offer many different courses. Why should not the colleges for women offer at least elective courses in subjects fitting their students for the vocation of mother and home maker? Why should not the study of Froebel's Mother Play, the use of kindergarten gifts and the practice of kindergarten games be made one of these elective courses? Why should not all institutions which ignore the mission of woman as nurturer be supplanted by institutions like the Chicago kindergarten college, which, while giving general culture, make it their supreme aim to fit women for the work, which, if there be any meaning in the process of natural evolution, is theirs by divine appointment? And, finally, why should not such institutions give instruction not only to young girls but to mothers themselves? During the single year 1891-92 the mothers' department of the Chicago college gave instruction to 725 mothers. In the eight years since its foundation it has given whole or partial courses to nearly five thousand mothers. The effects of such instruction in enhancing the sanctity and uplifting the ideals of family life can hardly be exaggerated. Recently the work of this department has been extended by holding convocations for the discussion of all phases of child-nurture. Four of such convocations have already been held, each of which had nine sessions of from two to two and one-half hours in

length. The attendance was from three to five thousand persons.

While the maternal ideal is dominant in the Chicago college it is not exclusive. This organization supports a number of kindergartens wherein students learn to apply Froebelian principles. It has departments for kindergartners, kindergarten trainers and primary teachers. It has also departments of literature and publication and a philanthropic department, these several departments being all in the hands of competent specialists. Finally, it has developed and extended the literary and historic courses begun in St. Louis and by adding courses in science and art has connected the kindergarten with the total round of man's spiritual activity.

Radiating from the kindergarten college as its center the maternal movement is spreading throughout the United States. It is the highest reach of the Froebelian ideal and means nothing more nor less than the attempted regeneration of all human life through the regeneration of the family.

Froebel's supreme claim to our grateful remembrance rests upon the fact that consciously repeating the unconscious process of social evolution he set the little child in front of the great army of advancing humanity. Science affirms that the feebleness of infancy created the family and that from the family have been evolved the higher institutions. "Without the circumstances of infancy," writes one of our leading scientists,¹ "we might have become formidable through sheer force of sharpwittedness. But except for these circumstances we should never have comprehended the meaning of such phrases as self-sacrifice or devotion. The phenomena of social life would have been omitted from the history of the world and with them the phenomena of ethics and religion." In his cry, "Come, let us live for the children," Froebel utters in articulate speech the ideal whose unconscious impulsion set in motion the drama of human history. The little child was pioneer of the process which created human institutions. We must make him the pioneer of their perfection.

¹ Cosmic Philosophy, John Fiske, II: 363.



LA
201
B8
1904
v.2

Butler, Nicholas Murray
Monographs on education

PLEASE DO NOT REMOVE
CARDS OR SLIPS FROM THIS POCKET

UNIVERSITY OF TORONTO LIBRARY

